

Hillcrest Middle

P O Box 151
Dalzell, SC 29040

Grades	6-8 Middle School	
Enrollment	463 Students	
Principal	Robert Barth	803-499-3341
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	James Griffin	803-481-2147

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	28	14	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Average	Below Average	Yes
2005	Average	Unsatisfactory	No

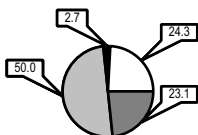
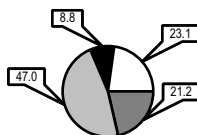
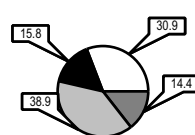
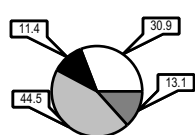
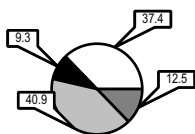
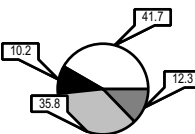
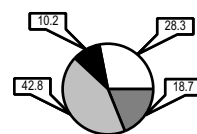
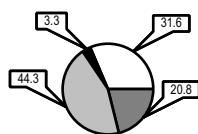
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	450	100.0	23.8	49.0	22.6	4.5	36.9	Yes	Yes
Gender									
Male	252	100.0	27.5	49.6	19.9	3.0	33.1		
Female	198	100.0	19.0	48.4	26.1	6.5	41.8		
Racial/Ethnic Group									
White	188	100.0	18.0	44.2	32.6	5.2	48.3	Yes	Yes
African American	240	100.0	30.1	52.7	14.6	2.7	25.2	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	54.5	18.2	27.3	72.7	I/S	I/S
Hispanic	10	100.0	10.0	50.0	30.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	373	100.0	19.5	51.1	26.1	3.2	41.1		
Disabled	77	100.0	44.4	38.9	5.6	11.1	16.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	450	100.0	23.8	49.0	22.6	4.5	36.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	450	100.0	23.8	49.0	22.6	4.5	36.9		
Socio-Economic Status									
Subsidized meals	267	100.0	28.5	52.2	15.3	4.0	28.9	Yes	Yes
Full-pay meals	183	100.0	17.0	44.4	33.3	5.3	48.5		

Mathematics – State Performance Objective = 36.7%									
All Students	449	100.0	22.9	46.5	20.8	9.8	45.3	Yes	Yes
Gender									
Male	252	100.0	21.6	47.9	19.5	11.0	46.6		
Female	197	100.0	24.6	44.8	22.4	8.2	43.7		
Racial/Ethnic Group									
White	188	100.0	13.4	44.2	26.7	15.7	57.0	Yes	Yes
African American	239	100.0	30.7	50.7	14.2	4.4	33.3	Yes	Yes
Asian/Pacific Islander	11	100.0	18.2	9.1	45.5	27.3	81.8	I/S	I/S
Hispanic	10	100.0	20.0	30.0	40.0	10.0	70.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	373	100.0	17.8	48.3	23.9	10.1	49.7		
Disabled	76	100.0	47.9	38.0	5.6	8.5	23.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	449	100.0	22.9	46.5	20.8	9.8	45.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	449	100.0	22.9	46.5	20.8	9.8	45.3		
Socio-Economic Status									
Subsidized meals	267	100.0	29.3	46.6	16.1	8.0	39.4	Yes	Yes
Full-pay meals	182	100.0	13.5	46.5	27.6	12.4	54.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	449	100.0	30.3	39.4	14.3	16.0	30.3
Gender							
Male	252	100.0	28.4	39.0	14.4	18.2	32.6
Female	197	100.0	32.8	39.9	14.2	13.1	27.3
Racial/Ethnic Group							
White	188	100.0	17.4	36.6	16.3	29.7	45.9
African American	239	100.0	42.2	41.3	10.7	5.8	16.4
Asian/Pacific Islander	11	100.0	9.1	27.3	54.5	9.1	63.6
Hispanic	10	100.0	10.0	50.0	20.0	20.0	40.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	373	100.0	23.9	41.7	16.4	18.1	34.5
Disabled	76	100.0	62.0	28.2	4.2	5.6	9.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	449	100.0	30.3	39.4	14.3	16.0	30.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	449	100.0	30.3	39.4	14.3	16.0	30.3
Socio-Economic Status							
Subsidized meals	267	100.0	35.7	41.4	12.4	10.4	22.9
Full-pay meals	182	100.0	22.4	36.5	17.1	24.1	41.2

Social Studies							
All Students	449	100.0	30.3	45.3	12.9	11.5	24.3
Gender							
Male	252	100.0	31.8	41.1	14.8	12.3	27.1
Female	197	100.0	28.4	50.8	10.4	10.4	20.8
Racial/Ethnic Group							
White	188	100.0	18.6	45.9	18.6	16.9	35.5
African American	239	100.0	41.3	43.6	8.4	6.7	15.1
Asian/Pacific Islander	11	100.0	9.1	90.9	0.0	0.0	0.0
Hispanic	10	100.0	10.0	30.0	30.0	30.0	60.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	373	100.0	25.9	46.3	14.7	13.2	27.9
Disabled	76	100.0	52.1	40.8	4.2	2.8	7.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	449	100.0	30.3	45.3	12.9	11.5	24.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	449	100.0	30.3	45.3	12.9	11.5	24.3
Socio-Economic Status							
Subsidized meals	267	100.0	37.3	43.0	11.2	8.4	19.7
Full-pay meals	182	100.0	20.0	48.8	15.3	15.9	31.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	100.0	31.4	46.1	18.3	4.2	22.5
	7	164	99.4	19.4	53.5	24.5	2.6	27.1
	8	172	100.0	19.5	60.4	20.1	N/A	20.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	34.4	43.0	19.5	3.1	22.7
	7	158	100.0	21.8	57.1	19.7	1.4	21.1
	8	148	100.0	17.5	48.9	29.9	3.6	33.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	100.0	15.7	45.0	24.1	15.2	39.3
	7	164	100.0	16.7	45.5	24.4	13.5	37.8
	8	172	100.0	27.4	53.0	15.2	4.3	19.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	13.3	42.2	32.0	12.5	44.5
	7	158	100.0	25.2	48.3	16.3	10.2	26.5
	8	147	100.0	30.1	50.0	16.2	3.7	19.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	30.5	29.7	16.4	23.4	39.8
	7	158	100.0	28.6	47.6	10.9	12.9	23.8
	8	147	100.0	33.8	38.2	16.2	11.8	27.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	18.0	35.9	19.5	26.6	46.1
	7	158	100.0	42.2	44.9	7.5	5.4	12.9
	8	147	100.0	30.9	52.2	13.2	3.7	16.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 463)				
Students enrolled in high school credit courses (grades 7 & 8)	8.2%	Down from 10.1%	18.5%	15.5%
Retention rate	2.6%	Down from 2.7%	3.0%	3.0%
Attendance rate	96.2%	Up from 95.9%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%	Down from 9.5%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Down from 9.5%	4.7%	4.6%
Eligible for gifted and talented	15.8%	Down from 17.7%	17.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Down from 19.6%	13.9%	13.6%
Older than usual for grade	6.7%	Up from 6.5%	4.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Down from 71.0%	46.8%	51.8%
Continuing contract teachers	67.7%	Down from 80.6%	80.8%	78.1%
Highly qualified teachers	74.1%	Down from 78.3%	91.2%	89.6%
Teachers with emergency or provisional certificates	14.8%	Up from 13.3%	4.0%	6.0%
Teachers returning from previous year	78.4%	Down from 79.7%	86.5%	85.4%
Teacher attendance rate	96.3%	Up from 95.3%	95.0%	94.9%
Average teacher salary	\$37,104	Down 4.0%	\$41,384	\$41,328
Prof. development days/teacher	21.4 days	Up from 10.2 days	11.6 days	11.5 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 24.4 to 1	21.8 to 1	21.3 to 1
Prime instructional time	92.0%	Up from 90.7%	89.4%	89.3%
Dollars spent per pupil*	\$5,211	Down 5.7%	\$5,775	\$6,022
Percent of expenditures for teacher salaries*	55.9%	Down from 57.5%	60.7%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Up from 60.8%	96.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hillcrest Middle School offers a challenging, relevant, standards-driven curriculum, supported by a highly effective and efficient faculty and staff. Our mission statement, "Believing, achieving, and succeeding through academics, citizenship, and service," drives all that we do. Convinced that every child can learn, we envision a school where the major emphasis is on the development of the total child and where students achieve simultaneous gains in academics, citizenship, and service.

Our students met all 21 objectives of the No Child Left Behind Annual Yearly Progress this year, placing 34.9% of our students in the Proficient and Advanced category for language arts, an improvement of 8.9%. Also, 46.8% of students scored in the Proficient and Advanced categories for mathematics, up 11.7% from the previous year.

We chose three goals to focus on this year: (1) student achievement, (2) teacher quality, and (3) school climate. To improve student achievement, we implemented before- and after-school programs to provide assistance in areas of weakness and to enhance learning and study skills strategies. We sought to improve student performance by teaching reading and writing strategies in all classes, from core subjects to fine arts and physical education. Students were able to increase reading sustainability and comprehension by participating in a unique Self-Selected Reading program. In mathematics and science, students conducted hands-on activities through the use of standards-based kits and manipulatives. Technology was integrated throughout the curriculum with students composing stories, drafting compositions, completing reports, and producing PowerPoint projects in content area classes.

Teacher quality was addressed by providing professional development and training in the latest teaching strategies. At the beginning of the year, 78% of our teachers had attained "highly qualified" certification, with 95% meeting the standard by year's end.

Achieving our third goal, improving school climate, involved implementation and continuation of service learning projects including Crime Stoppers (students produced a video, working with the Sheriff's Department to discourage crime in our school); the STARS (Students Together Achieve Reading Success) program, where high ability students recorded books onto audio tapes for struggling readers and special services students; and the Techno-Teens Club, in which students designed, produced, and distributed news flyers about activities in the classroom and throughout the school. Project Success, a program designed to help at-risk students cope with problems at school by developing strategies for getting along with others, was continued.

Accomplishments this year included eight Junior Scholars, one Duke TIP Scholar, one Young Writer, a first place winner in the NCDA Poetry Contest, one student in the SC National Geographic Geography Bee, three students winners at the Regional Science Fair, and one student nominated for the Discovery Young Science Challenge program. In recognition of our achievement as a parent- and visitor- friendly school, Hillcrest was named a Red Carpet School.

Robert Barth, Principal
David Pollock, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	130	47
Percent satisfied with learning environment	54.5%	57.4%	57.4%
Percent satisfied with social and physical environment	81.8%	63.8%	70.2%
Percent satisfied with school-home relations	47.6%	77.2%	60.9%

*Only students at the highest middle school grade level at this school and their parents were included.